Social Emotional Learning in WCPSS

SHARING EXAMPLES
Early Learning
Professional Learning Teams
Community Resiliency Model
Restorative Practices

Wake County Board of Education Student Achievement Committee

October 28, 2019

Presenters

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Learning Outcomes

- To level set on Social-Emotional Learning (SEL) within a Multi-Tiered System of Support (MTSS)
- To highlight three programs that support the social emotional development of children birth - age 5
- To define and explain the Community Resiliency Model (CRM)
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Notecatcher

WCPSS Core Beliefs (The Why)

#1 Every student is uniquely capable and deserves to be challenged and engaged in relevant, rigorous, and meaningful learning each day.

#2 Every student is expected to learn, grow, and succeed while we eliminate the ability to predict achievement based on socioeconomic status, race, and ethnicity.

#3 Well-supported, highly-effective, and dedicated principals, teachers, and staff are essential to success for all students.

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

WHAT STARTS HERE CHANGES EVERYTHING.

District Required School Improvement Indicators

A 1.07 — All teachers employ **effective classroom management** and reinforce classroom rules and procedures by positively teaching them.

A 2.04 — Instructional Teams develop **standards-aligned units of instruction** for each subject and grade level.

A 4.01 — The school implements a **tiered instructional system** that allows teachers to deliver evidence-based instruction aligned with the individual needs of students across all tiers.

A 4.06 — All teachers are attentive to **students' emotional states**, guide students in managing their emotions, and arrange for supports and interventions when necessary.

E 1.06 — The school regularly **communicates with parents** about its expectations of them and the importance of the curriculum of the home (what parents can do at home to support their children's learning).

Multi-Tiered System of Support (MTSS):

MTSS is a multi-tiered framework which **promotes school improvement** through engaging, research-based academic and behavioral practices. MTSS employs a systems approach using data-driven problem-solving to maximize growth for all. (from *North Carolina School Board of Education, 2019*)

Six Critical Components:

- Leadership
- Data-Based Problem Solving
- Data Evaluation
- Three-Tiered Instruction/Intervention Model
- Building Capacity/Infrastructure for Implementation
- Communication & Collaboration
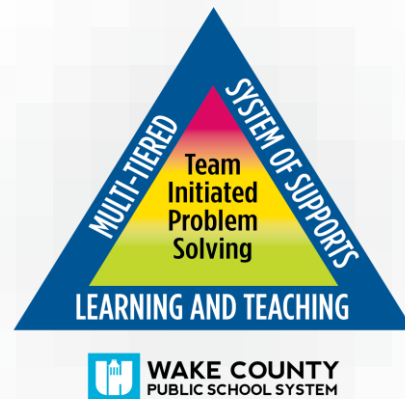
What is Social Emotional Learning?

Social and emotional learning (SEL) is the process through which <u>children</u> and <u>adults</u> understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.
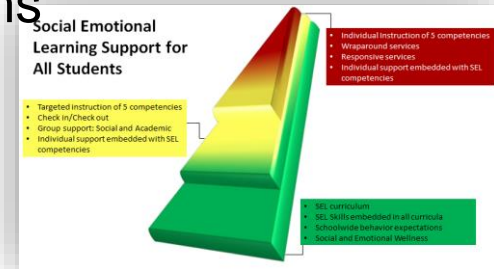
from Collaborative for Academic and Social Emotional Learning (CASEL)

Collaborative for Academic and Social Emotional Learning (CASEL)

How School Support is Currently Allocated

- Provide the highest level of supports to the highest need schools
- For all positions that support our Social-Emotional Learning work, while we want to move toward national average/ratios, we want to be strategic towards the guiding factor above of highest need schools get the most supports
  - Acuity Factors
  - Student Enrollment
  - High functioning Student Support Services Teams

Social Emotional Learning Support for All Students

- Targeted instruction of 5 competencies
- Check In/Check out
- Group support: Social and Academic
- Individual support embedded with SEL competencies

- Individual instruction of 5 competencies
- Wraparound services
- Responsive services
- Individual support embedded with SEL competencies

- SEL curriculum
- SEL Skills embedded in all curricula
- Schoolwide behavior expectations
- Social and Emotional Wellness

WAKE COUNTY
PUBLIC SCHOOL SYSTEM

Student Support Services Professional Learning Teams (PLTs)

Team Members:

- Counselor, Social Worker/SAP, School Psychologist
  - Other staff as needed (i.e., School Nurse, Intervention Team Facilitators/Intervention Coordinators, Special Education)

Questions

Early Learning SEL Opportunities

Supporting Teachers, Families and Children with Evidence-Based Programs

- Parents as Teachers
- Positive Parenting Program (Triple P)
- Social Emotional Foundations of Early Learning (SEFEL)

Parents as Teachers

- Evidence-based home visiting program
- Serving families of children birth to age 5
- Teaching parents interaction strategies and modeling social skills
- Supporting early development and school readiness

Positive Parenting Program (Triple P)

- Supporting families of children birth to age 5
- Works across cultures, social-economic groups and within all kinds of family structures
- Gives parents simple and practical strategies to:
  - build strong, healthy relationships
  - confidently manage children's behavior
  - prevent problems from developing

SEFEL/Preschool Pyramid Model

- Supports Pre-K teachers through a coaching model - Nichole Hackmann, Pre-K Teacher
- Gives teachers concrete strategies to:
  - build responsive, nurturing relationships
  - create high-quality supportive environments
  - teach social-emotional skills
  - prevent challenging behavior

Questions

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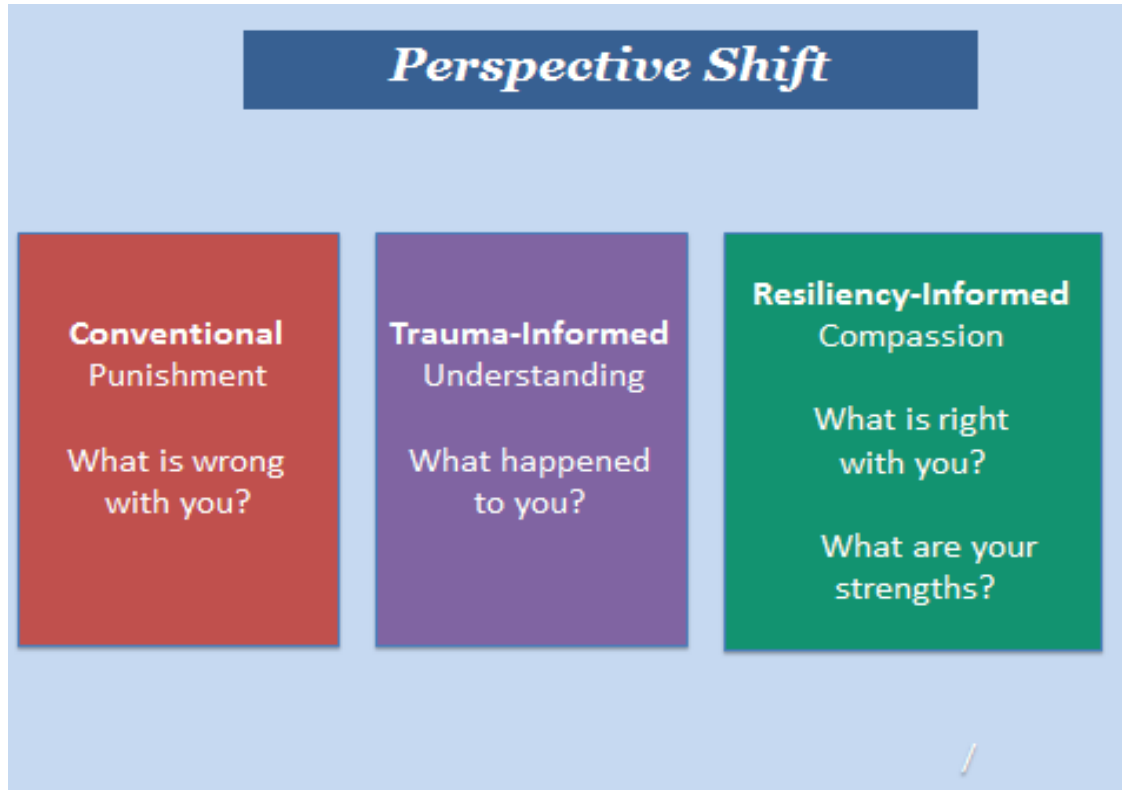
RESOURCING ACTIVITY

- Create a visual image of a resource (something that brings you joy, peace, or happiness)

- Recall sensory information: feel, smell , taste
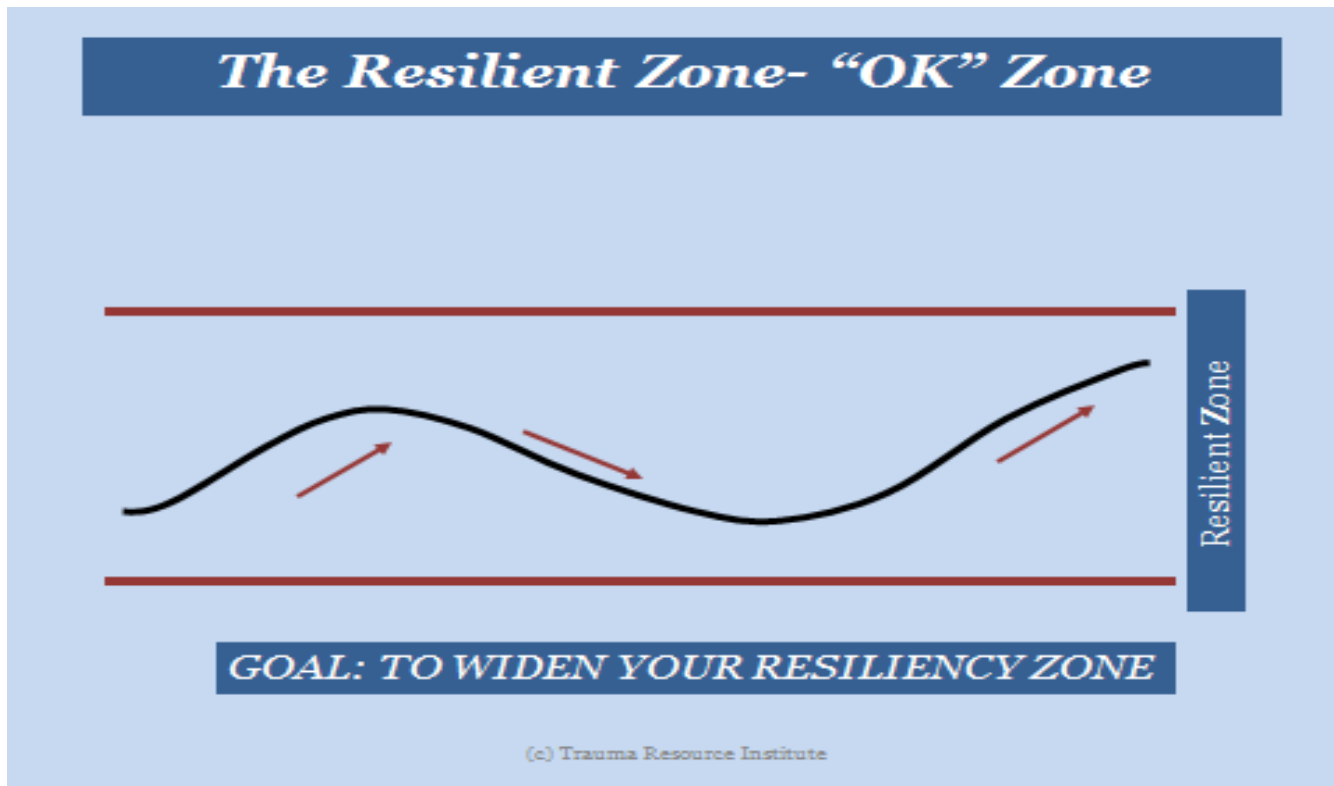
- Invite

© CASEL 2017

Shift in Perspective

Perspective Shift

Conventional
Punishment

What is wrong
with you?

Trauma-Informed
Understanding

What happened
to you?

Resiliency-Informed
Compassion

What is right
with you?

What are your
strengths?

The Resilient Zone- "OK" Zone
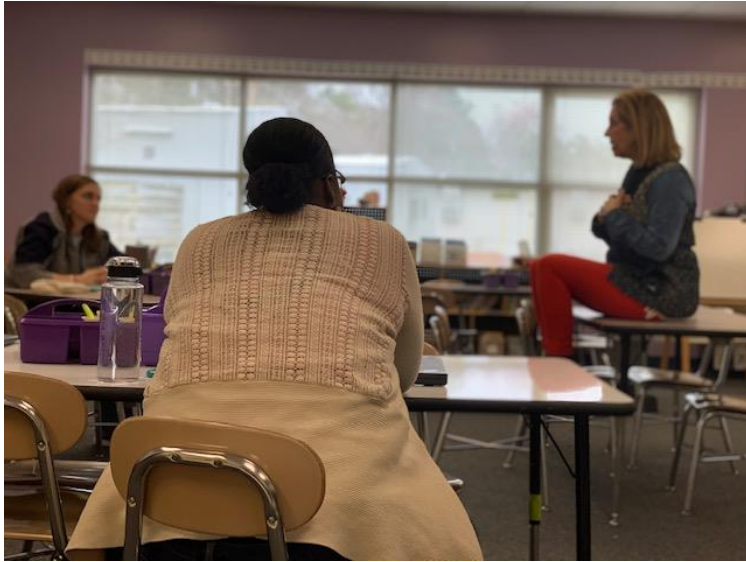
Resilient Zone

GOAL: TO WIDEN YOUR RESILIENCY ZONE

(c) Trauma Resource Institute

Levels of CRM Training offered in WCPSS:

1. Orientation
2. Awareness
3. Guide Training
4. Teacher Trainer Training

Community Resiliency Model (CRM) - Principal

- We offer small CRM based staff groups, led by CRM trained staff.
- Data reflects a decrease in Tier Plans and minor referrals for behavior.
- Beginning CRM support for parents to interrupt systemic emotional trauma.
- PTR intervention connection
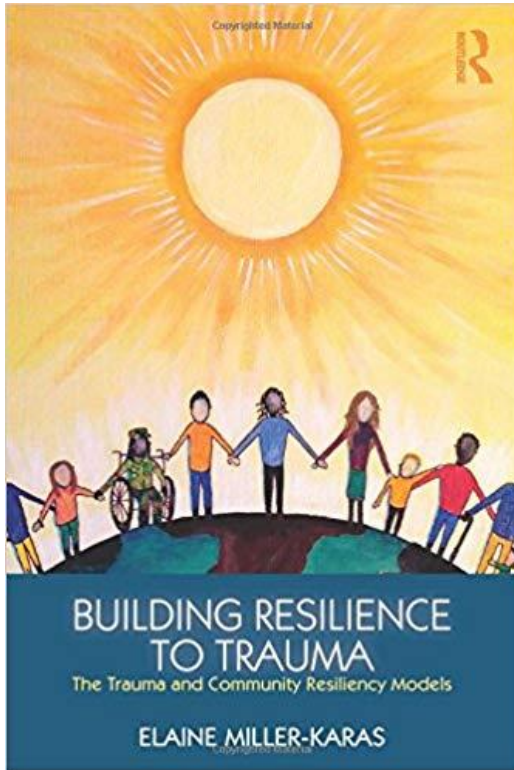
- CRM concept focus on growth
- Multiple requests for support from administrators, parents, and staff.
- Commitment to understanding and supporting trauma and stress.

Questions

www.wcpss.net

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WAKE COUNTY PUBLIC SCHOOL SYSTEM

What is Restorative Practice? Restorative Practices (RP) refers to approaches and tools that seek to build connections, strengthen communities, and resolve issues with a focus on repairing relationships.

Under the umbrella of Restorative Practice:

- **Circle Process**
- **Facilitated Dialogue/ Mediation**

Why Restorative Practices? Kellogg Evaluation

- Decrease in suspensions
- Increase in student connections

Restorative Practices - Circle Process

- To build and foster healthy relationships
- To give participants equal voice
- To create stronger connections
- To foster empathy and understanding
- To build and strengthen goals and plans
- To share ideas, offer perspectives, and present/discuss curriculum

Restorative Practices - Trainer and Coach

Fidelity Checklist for Bringing Restorative Practices to Your School:

1. Administration or designee attend Orientation session (offered through Wake Learns at Campbell Law Restorative Justice Clinic)
2. Meeting at school with Restorative Practice Team to talk about plan for bringing RP to school and commitment of Administration.
3. 2-3 hour Circle Awareness with entire school staff to expose them to the circle process (this does not mean ready to implement circles)
4. 2-day Circle Keeper training for interested staff.
5. Ongoing coaching to ensure fidelity in the Circle process.

[Campbell Law Restorative Justice Clinic Project](#)

Video for reference only

- Purpose of mediation
- Facilitator works to build relationship
- Address the conflict

- Referral
- Facilitator assigned
- School meeting
- Individual student meetings
- Facilitated dialogue

In Summary

Teachers, principals, and student support staff are encouraged to utilize **tiered instruction and interventions that are research and evidence-based** to accomplish a positive change in student outcomes.

Questions